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ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Nutrition I. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. The goal for the course is for the student to gain a working knowledge of nutrition and how it affects people. More specific student objectives include (1) to identify four basic food groups by placing food modules in appropriate groups, (2) to discriminate between junk foods and nutritious foods by multiple choice, and (3) to plan a balanced meal. Following a pre- posttest are class activities, teacher notes, and homework assignments for nine "steps" which follow this outline of topics: nutrition, vitamins and minerals, protein, dairy group, bread and cereal, fruits and vegetables, snacks, reviewing nutrition, and broadening one's tastes. Other materials include a vocabulary list, nutrition chart, and extra class activities. Some additional activities for this and related courses are available as CE 024 478. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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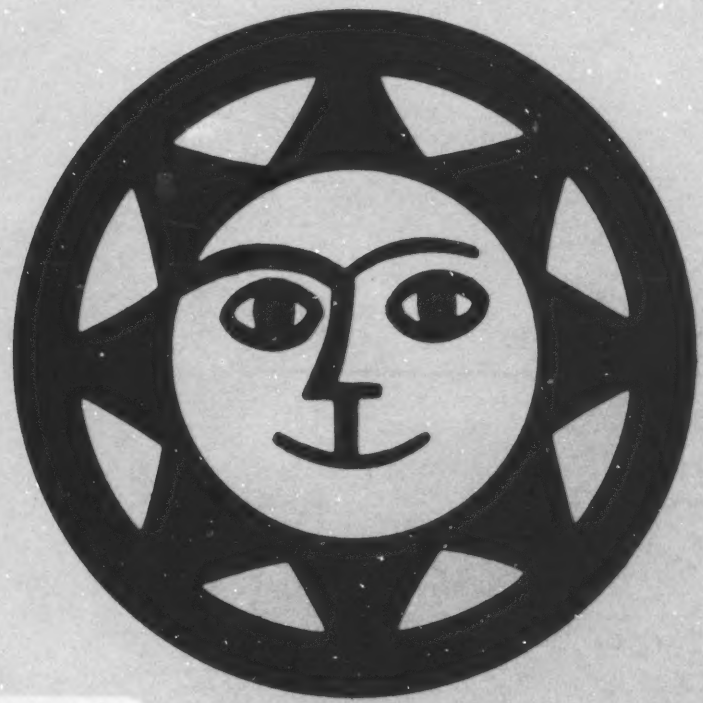
COMMUNITY LIVING SKILLS GUIDE

Nutrition I



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COMMUNITY LIVING SKILLS GUIDE FOR THE COLLEGE FOR LIVING

NUTRITION I

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NUTRITION I

GOALS:

The student will gain a working knowledge of nutrition and how it affects people.

OBJECTIVES:

The student will identify four basic food groups by placing food modules in appropriate groups.

The student will discriminate between junk-foods and nutritious foods by multiple choice.

The student will plan a balanced meal.

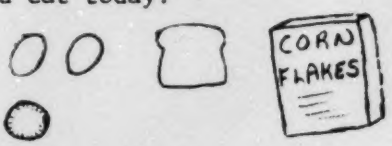
Interview (Pre and Post Test)

I. List or tell the four basic food groups

II. Plan one meal

III. List or tell 3 healthy snacks/3 junk food snacks

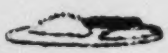
IV. What did you eat today?

Breakfast 

Snack

Lunch

Snack

Dinner 

Snack

Teacher note: This "interview is to determine what the student needs to know about nutrition. His/her listing of the meals tells us if he/she practices healthy eating habits.

STEP I

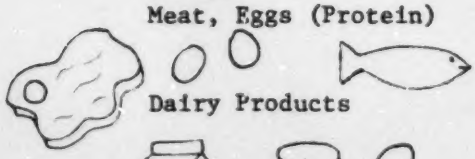
I. What does nutrition mean to you?

Discuss

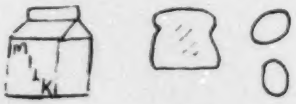
Teacher note:
Vitamins, energy, food groups,
"You are what you eat."

II. Four Food Groups: Cut out magazines foods and place in categories.

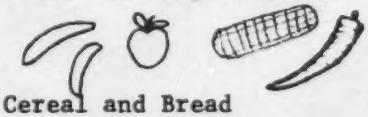
Fish,
Meat, Eggs (Protein)



Dairy Products

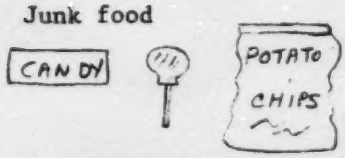


Fruits and vegetables



Cereal and Bread

Junk food



"YOU ARE WHAT YOU EAT"

I. What does this saying mean?

II. You should eat:

2-3 servings of protein foods a day

4 servings of fruits and vegetables a day

2 servings of dairy products a day

4 servings of bread and cereal a day

Teacher note: Discuss special diets - vegetarian, religious, diabetes, obesity and other health related problems. Talk about iron.

III. Use food or models of food and identify nutritionally good or poor meals

What is a special diet? Do we all eat the same foods? Some people eat differently because of health or belief differences, for example: vegetarianism, religious, health problems.

STEP II - Vitamins and Minerals

The Importance of Good Foods!

Why should we eat good foods?

What are vitamins and minerals?

Sugars and fats?

Why are they important

Are they in all foods?

Name foods that have vitamins and minerals	Name some junk foods

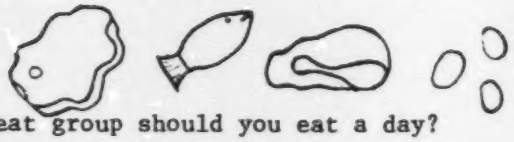
Find pictures of foods

Make two groups

Nutritious food/Junk food

STEP III

PROTEIN

Meats, Fish, Poultry, Eggs 

How many servings of the meat group should you eat a day?

What is protein? What does it do for the body?

Make a collage of different sources of protein.

Materials needed: Magazines, glue, construction paper.

Make a protein dish. Here are two recipes:

I. Hamburgers:

You need: 1 pound hamburger meat.
4 hamburger buns
2 tomatoes
some lettuce
ketchup

A. Divide hamburger into 4 parts. Pat and make patties.
B. Fry in pan (on both sides).
C. Drain on paper towel.
D. Put on bun.
E. Add tomatoes (sliced) and lettuce.
F. Spread some ketchup on the bun.
G. Eat it.

II. Eggs:

STEP IV.

DAIRY GROUP

How many servings of the dairy group foods should you eat a day?

What does the date on the carton mean?

Teacher note: Bring different dated products and have students arrange cartons in order of age

List different dairy products.

Go and buy an ice cream at local store or else make your own ice cream.

STEP V.

BREAD AND CEREAL

How many foods from the bread and cereal group should you eat a day?

Name different breads

Name different cereals

Taste different breads, cereals, etc.

STEP VI.

FRUITS AND VEGETABLES

How can you use fruits and vegetables?

Taste different fruits and vegetables

Cooked

Raw

STEP VII. Snacks

What is a snack?

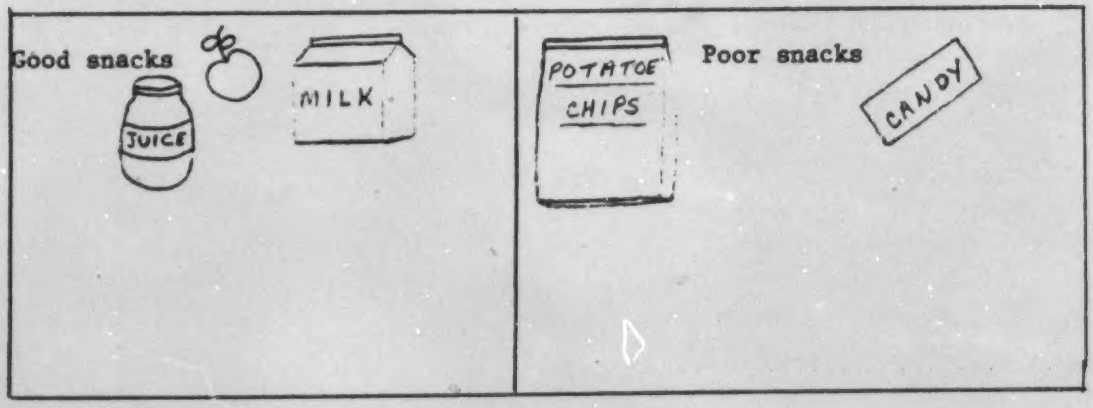
Teacher note: A good snack is quick energy food but not junk food or empty calories. A snack is food eaten at times other than main meals.

When should you snack?

Teacher note:

1. When you have done a lot of exercise
2. When you have friends over
3. Before you get too hungry.

List or use pictures to show



STEP VIII. Reviewing Nutrition

I. Review "You Are What You Eat."

II. Use media for reinforcement of healthy foods.

III. Plan a breakfast in groups of two using pictures of breakfast foods.

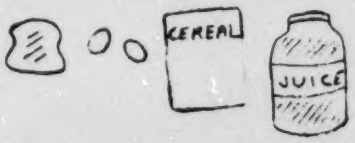
On board do a large group plan of unhealthy breakfasts and plan a healthy breakfast and discuss.

What did you eat for breakfast? Draw or list or discuss with teacher.

IV. Plan a lunch.

V. Plan a dinner.

STEP IX. Broadening your Tastes (This should take several sessions)

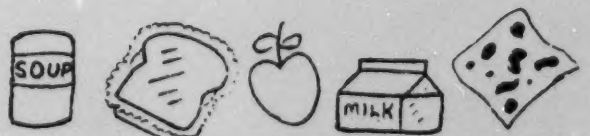
Part I -- Taste a variety of breakfast foods 

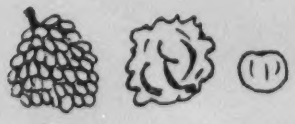
Teacher note:
Bring fruits, vegetables, cereals (healthy), breads, juices, stress good breakfast

Part II -- Lunches (repeat breakfast pattern)

Part III -- Taste a variety of lunch foods

Teacher note: Bring fresh vegetables, fruits, cheeses, whole grain crackers.





Part IV -- Taste different snack foods

Teacher note:
Use vegetables

Part V -- Taste different foods you could eat for dinner.

VOCABULARY

1. vitamins
2. minerals
3. dairy products
4. protein
5. variety
6. menu
7. nutrition
8. junk food

NUTRITION CHART

Nutrients	Foods	Needed in Body for	Results if lacking
VITAMIN A	Deep Yellow & Dark Green Vegetables, Liver	Growth & Eyesight	Poor Vision at Twilight
B VITAMINS Thiamine (B_1) Riboflavin (B_2) Niacin	Bread, Meat, Milk	Burning Food for Energy	Poor Appetite Poor Skin
VITAMIN C	Orange, Potato, Dark Green Vegetables, Cabbage	Holding Body Cells Together - Strong Blood Vessels	Bleeding Gums
VITAMIN D	Sunshine Vitamin D Milk	Growth of Strong, Straight Bones	Rickets (Bones Bent)
CALCIUM	Milk, Cheese, Dark Green Vegetables	Formation of Teeth and Bones	Softening of Bone
IRON	Liver, Bread Dark Green Vegetables, Meat	Builds RED BLOOD Cells	Anemia
PROTEIN	Meat, Poultry, Eggs, Milk & Cheese, Beans	Growth & Maintenance - Also Supplies energy	Mental & Physical Inefficiency
CARBOHYDRATES & FATS	Sugar, Bread, Cereal, Margarine Butter, Oil	Energy (measured in calories) Stored as Fat if not burned	Fatigue

EXTRA MATERIALS TO USE

AS NEEDED IN CLASS

BASIC FOOD GROUPS

Put each food in the correct food group column.

cottage cheese	corn-on-the-cob	yogurt
radishes	steak	peas
fish	apricots	hotdog
doughnut	cream-of-wheat	apple juice
spinach	bun	eggs
crackers	butter	oranges

Meat Group	Bread and Cereal Group
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Milk Group	Vegetable and Fruit Group
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

PLAN-A-MEAL

Circle four foods that would make a good breakfast.

grapefruit	milk
pickle	pizza
coke	sausage
pancakes	toast

Circle four foods that would make a good lunch.

milkshake	apple
tuna sandwich	chips
crackers	beer

Circle four foods that would make a good dinner.

potatoes	fruit salad
coffee	fish
green beans	milk
blueberry pie	rice